



## From Editors

Welcome to the third issue of the INTERNATIONAL JOURNAL ON NEW TRENDS IN EDUCATION AND THEIR IMPLICATIONS – IJONTE as Volume 1 Number 3 October Issue of this year. In addition this issue contains 9 articles which are from 6 different countries such as India, Pakistan, Tunisia, Turkey, United Kingdom and Zimbabwe from 16 authors.

In this issue the foreword is written by our esteemed Jace Hargis who is currently an Assistant Provost at the University of the Pacific and an Associate Professor in California. Now he is the Director of Institute of Distance and Continuing Education, University of Guyana. He mentioned in his foreword that an active movement towards virtual worlds has opened a learning environment which continues to build authentic bridges across countries, cultures and languages. For example, his university has created an island where his students interact with native Chinese speakers, which includes students' writing, reading and speaking in Chinese. Examples of virtual worlds include There.com, Multiverse, OpenSim, Fortera Olive, Habbo and the new Blue Mars. Of course our thanks go to him.

The first article is sent from Istanbul University, Turkey on Education and Intelligent Tutor System in Turkey, which is written by Zerrin Ayyaz Reis and Şebnem Zeren. Their paper analyzes the educational system in the term of Republic of Turkey and the periodic process of education systems all around the world was presented. Afterwards, the process and the method modules began to be used in education with the information technologies.

The second paper is written by Gülten Genc, İnönü University and Ahmet KAYA from 7 Aralık University, Faculty of Education, Kilis, Turkey on "An Investigation On The Motivation Level of EFL Students". Motivation in the realm of education is concerned as one of the most important factors to support learning process and provide high-quality learning since it enhances personal growth and adjustment. Motivation is also an important factor in foreign language education and achievement. It was also emphasized in the literature that motivation and students' language proficiency are positively internally related. So, the issue of motivation is thought to be analyzed carefully in understanding the determinants of language achievement in any EFL setting. For this purpose this study has been designed to examine the likely effect of the motivational factors on the foreign language achievement of the students learning English as a foreign language. The study was conducted at the School of Foreign Languages at a state university in 2009-2010 academic year. The data have been collected through the questionnaire (AMTB) developed by Gardner and analyzed through SPSS 11.5 for windows. The research highlighted that students in the school study English with low motivational intensity and desire to learn English. It has also been seen that gender, compulsory or optional states of the students, importance of English, high school type and achievement in foreign language studies are important factors in determining students' motivational level while students' previous preparatory school education and home background characteristics are not. Finally, some practical recommendations were noted.

The third paper is from Tunisia, "Exploring Differentials Across The Preschool Systems In The Maghreb Region", written by Sana Cherni and Mohamed Ridha Benmaad. In their study, they shed light on how the economic background and socio-historical context have had a solid bearing on the preschool system in the Maghreb region. Building on a number of comparative studies from mainstream early childhood education literature across discrete cultural contexts, the paper seeks to investigate the influence of these social-cultural dynamics on the conceptualization of the preschool system. However, such impact is not only seen across countries with distinct cultural and geographical lines but rather among countries sharing almost the same cultural heritage. In this respect, it is thought here that a homogeneous cultural environment such that

of the Maghreb countries (i.e., Tunisia, Algeria, and Morocco) does not necessarily subscribe to the same blueprint because of the significant differences which appear in regards to the structural organization and pedagogical agendas of preschools within each of the Maghreb countries.

The fourth article arrives from India, on “Motivational Analysis Among Science Teachers About Environmental Education: A Case Study Of District Bandipora (Jammu And Kashmir) India” which is written by Iftikar Rashid Wani & Mohammad Yousaf Ganai. This study aims at determining awareness level of prospective science teachers on various environmental aspects using a qualitative and quantitative analysis. The study was carried out in the form of a case study with about 400 teachers teaching up to the class VII in secondary schools of different educational zones in district Bandipore during the academic year 2008-2009. The sampled teachers were divided into four groups such as, science teachers of govt. schools (STGS), science teachers of private schools (STPS), other subject teachers of govt. schools (OSTGS) and other subject teachers of private schools (OSTPS). A standard questionnaire was prepared incorporating diverse issues of environmental science and applied to all the sampled teachers. According to the data obtained from the questionnaire results, significant differences were observed in the levels of environmental knowledge and perception in different groups of teachers owing to variability in their educational background, depth of interest, extent of seriousness, professional commitment, scientific attitude and sense of societal responsibility etc.

The fifth article is from again Turkey on “Students’ Perceptions Toward Vitamin Education Support Service” which is written by Ozgen Korkmaz and Mustafa Aygün from Ahi Evran University, Kirsehir, Turkey. As a new university, vitamin is an education support service as a metaphor which is compatible with the MNE’s curricula, is accessible through the internet, and was developed for teachers and students. Vitamin’s purpose is described as helping students better understand lessons and realizing full learning. Vitamin provides students and teachers with e-education solutions blended with state of the art visual content and interaction and offering a personalized learning process. The present study aims to determine students’ perceptions toward Vitamin’s effectiveness and usefulness. It is a descriptive study designed on the basis of the survey model. The study group consists of 688 students studying in the 4<sup>th</sup>-8<sup>th</sup> grades in Husnu M. Ozyegin Primary School in the central province of Kirsehir. The results obtained through the analyses could be summarized as follows: Most of the students find Vitamin useful. Besides their positive views about Vitamin, the students also think that Vitamin may have adverse effects for them. A great majority of the students do not use Vitamin. The more frequent the students use Vitamin, the more positive their attitudes are toward Vitamin. Furthermore, the levels of positive perceptions among the students who never use Vitamin are lower than those of others. The students’ positive views about Vitamin decrease with increasing grade level, while their negative views increase.

The sixth article is on “Effects of Multimedia Glosses On L2 Vocabulary Learning” which written by Parisa RAZAGIFARD, Payamnour University of Meshkinshahr, Iran. The present study investigates the effects that different types of multimedia glosses have on second language vocabulary learning. Sixty elementary level learners of English were randomly assigned to three types of annotations: (i) with only textual annotations available, (ii) with only pictorial annotations available, and (iii) with both textual and pictorial annotations available. Subjects were asked to read four annotated texts with the intention of comprehension. Acquisition was measured by means of two types of tests: word recognition test and picture recognition test. Results showed that the groups that had access to both textual and pictorial annotations significantly outperformed the other two groups in both tests. The results also indicated that the pictorial group obtained significantly higher means score in comparison with textual group.



The seventh paper belongs to Ernest Ampadu on “An Investigation Into Students’ Attitude Towards Adult Education Programmes: The Case of Ghana”. The purpose of this paper was to examine students’ attitude toward adult education programmes in Ghana as well as the challenges facing adult education students. The study employed a mixed method approach using a semi-structured questionnaire and interviews as means of data collection. The study revealed that the participants were aware of the importance of adult education programmes for both individual and national development and this was reflected in their attitudes towards such programmes. Despite these positive attitudes, the participants could not hide their grievances regarding high cost for the programme as well as the huge travel cost and time. The results strongly support the need for the government and adult education authorities to be more pro-active in providing adult education programmes, financial support and scholarship for students to motivate more people to enroll in such programmes for national development.

The eighth article is from Zimbabwe by Caleb Kangai and Richard Bukaliya from Zimbabwe Open University. Their paper is on “The Potential and Challenges Of Introducing New Technology In Distance Teaching And Learning”. Their paper indicates that one of the most significant recent technological developments at the Zimbabwe Open University has been the introduction of the CD-ROM digital text as the central medium of instruction. The ZOU has always used tutorials and the module as the main delivery mode. However, the advent of the global village, advancement in new technology and the socio-economic and political challenges Zimbabwe experienced in the past two years from 2008 to 2009 forced ZOU to adopt an alternative medium of instruction (CD-ROM digital text) in order to survive. Article reports the findings of a university-wide study the two authors conducted at the ZOU during the 2<sup>nd</sup> Semester (July-December 2009) in order to contribute meaningfully to the current debate on challenges ZOU and other ODL institutions are facing in the introduction of new technology in their delivery mode.

The last, but not the least article is from again Pakistan, written by young scholars Muhammad Abdul Malik and Muhammad Safdar on “The Problems And Prospects: Women Development Through Non Formal Basic Education”. The main purpose of the study was to evaluate the challenging role of Non-Formal Basic Education (NFBE) in eliminating poverty and gender disparity in the rural areas of Punjab. Problems and issues pertaining to the NFBE were also assessed in this study. 750 students, 250 teachers and 50 administrators were taken as samples systematically. An inventory sheet and three questionnaires were used as research tools for data collection. Main findings of the study revealed that NFBE schools are playing dynamic role in national development by uplifting socio economic status of masses in the rural areas. NBFBE schools were also playing vital role in discriminating gender disparity by providing equal opportunities of education to male and the female as well. Teachers’ remuneration was insufficient and there was lack of physical facilities (lack of buildings, electricity and furniture etc.) in these schools. Syllabus of NBFBE was informative, easy, interesting and illustrated with diagrams. Motivational campaigns may be launched through media to mobilize community for maximum participation in the NBFBE schools.

Dear IJONTE readers, in this issue we have not yet established the Notes for Editor and Reviews section. We are planning to organize and establish these sections very soon. We expect your studies to these sections in due course.

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We believe you will find this issue interesting  
Hope to meet again on 1st of October 2010

**Editors**

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